

MEMORANDUM

September 27, 2016

TO: Gracie Guerrero
Assistant Superintendent, Multilingual Programs

FROM: Carla Stevens
Assistant Superintendent, Research and Accountability

SUBJECT: **2016 ESL STUDENT PERFORMANCE REPORT**

The Houston Independent School District offers two different English as a Second Language (ESL) programs for language minority students. One of these is a Content-Based ESL program where ESL methodology is used to deliver English instruction across a variety of subject areas. The second is a Pullout ESL program where students attend special intensive language classes for part of the day, separate from their regular all-English classes. Content-Based ESL is mainly used in the elementary grades, while Pullout-ESL is primarily a secondary-level program. Attached is a report summarizing the performance of students who were in these two ESL programs during the 2015–2016 school year. Included in the report are findings from assessments of academic achievement and English language proficiency, including results from the English STAAR, STAAR EOC, and the TELPAS.

Key Findings Include:

- A total of 7,690 students were in the Content-Based ESL program in 2015–2016 (up from 7,137 in 2014–2015), with 11,441 students in the Pullout ESL program (up from 10,337 in 2014–2015).
- On the majority of assessments and subjects, performance of students in the Content-Based ESL program was superior to that of students in Pullout ESL, but this advantage was small in comparison with the performance gap both groups showed compared to the district.
- On the STAAR EOC English I and II assessments, Pullout ESL students had higher passing rates than did Content-Based ESL students, but both were low compared to the district (3 to 11 percent passed versus 35–36 percent for the district).
- Students who had exited from an ESL program seemed to have largely eliminated the performance gaps relative to the district, with performance usually being better than that of the district but being lower on some measures.
- On the TELPAS, students in Pullout ESL showed higher overall English proficiency in 2016 than those in Content-Based ESL, but a higher percentage of Content-Based ESL students showed gains in proficiency compared to the prior year.

Further distribution of this report is at your discretion. Should you have any further questions, please contact me at 713-556-6700.


CJS

Attachment



RESEARCH

Educational Program Report

ESL STUDENT PERFORMANCE:
ENGLISH STAAR AND TELPAS
2015 – 2016



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ENGLISH AS A SECOND LANGUAGE STUDENT PERFORMANCE REPORT: ENGLISH STAAR AND TELPAS 2015–2016

Executive Summary

Program Description

The Houston Independent School District offers two different ESL programs for students whose native language is not English and who need to develop and enhance their English language skills (English Language Learners, or ELLs). The Content-Based ESL model (CB-ESL) consists of an intensive program of English instruction in all subject areas with instruction delivered through the use of ESL methodology, commensurate with the student's level of English proficiency. The district also offers a Pullout ESL model (PO-ESL), where students are served with an ESL language program for part of each day but are in a mainstream instructional setting in other subject areas. This report contains summaries of ESL student enrollment and academic performance.

Highlights

- During the 2015–2016 school year, there were 7,690 students receiving ESL instruction using the CB-ESL model, and 11,441 receiving instruction using the PO-ESL model.
- Students in both ESL programs did not perform as well as those in the district overall on the STAAR, STAAR-L, or STAAR EOC.
- On the majority of assessments and subjects, students in CB-ESL performed better than those in PO-ESL.
- The performance gaps for ESL students relative to the district were largely eliminated for those ESL students who had exited ELL status.
- Exited CB-ESL students performed better than the district average across all measures.
- Results for exited PO-ESL students were mixed, with performance being higher than that of the district on some measures but lower on others.
- On the TELPAS, PO-ESL students showed more proficiency overall than did CB-ESL students, but showed lower proficiency gains over the previous year.

Recommendations

1. Performance of secondary ESL students on the STAAR EOC English I and II assessments is a cause for concern, as passing rates continue to be low. There have been efforts by both the Multilingual Programs Department and Curriculum to address this issue, but this most recent data indicates that there is still room for improvement. The district should take appropriate efforts to ensure that teachers of ESL students are both ESL certified and trained in sheltered instruction methodology.
2. During scheduled campus visits, Multilingual Programs staff should work with principals in order to

ensure that campuses with appropriately certified teachers are implementing a Content-based ESL program, based on district guidelines. Campuses should be guided in data analysis, ELL needs assessment, goal setting, and ELL action plan development in order to enhance language services and improve ELL academic achievement.

3. Collaboration between the Curriculum and Instruction and the Multilingual Programs departments should result in the development of curricula that can be differentiated for ELLs at various stages of English proficiency. Additionally, district assessments aligned to the various English proficiency levels should be developed so that the academic progress of these students can be accurately measured and monitored.
4. The implementation of the ELLevation platform, along with the In-Class and Instructional Strategies systems should continue in all high schools and selected pilot middle schools in order to facilitate LPAC procedures, progress monitoring, and ELL goal setting.

Introduction

The Houston Independent School District (HISD) offers two English as a second language (ESL) programs for students whose native language is not English and who need to develop and enhance their English language skills (English Language Learners, or ELLs). The Content-Based ESL model (CB-ESL) consists of an intensive program of English instruction in all subject areas with instruction delivered through the use of ESL methodology, commensurate with the student's level of English proficiency. At the secondary level CB-ESL is available for Newcomers (students with three or fewer years in U.S. schools), and students receive ESL/English Language Arts (ELA) and content ESL courses (e.g., ESL History, ESL Biology). The district also offers a Pullout ESL model (PO-ESL), where students are served with an ESL language program for part of each day while remaining in a mainstream instructional arrangement in the other content areas. In middle and high school, PO-ESL means that students are receiving the minimal support of one or more ESL/ELA courses (see **Appendix A**, p. 11 for details).

The purpose of this report is to provide program staff with a detailed examination of ELLs enrolled in the district's two ESL programs. The report includes data concerning the number of students enrolled in ESL, as well as information on their academic progress in English (STAAR and STAAR-EOC), and level of English-language proficiency (TELPAS).

Methods

Participants

ELLs in either the Content-Based or Pullout ESL program were identified using 2015–2016 Chancery Student Management System (SMS), IBM Cognos, and Public Education Information Management System (PEIMS) databases. A summary of enrollment figures for ELLs in the two programs is shown in **Figure 1**. Note that the majority of ESL students are served under the PO-ESL program (11,441), with fewer students served under the CB-ESL program (7,690).

Figure 1. ELL Enrollment by ESL Program Type, 2009–2010 to 2015–2016

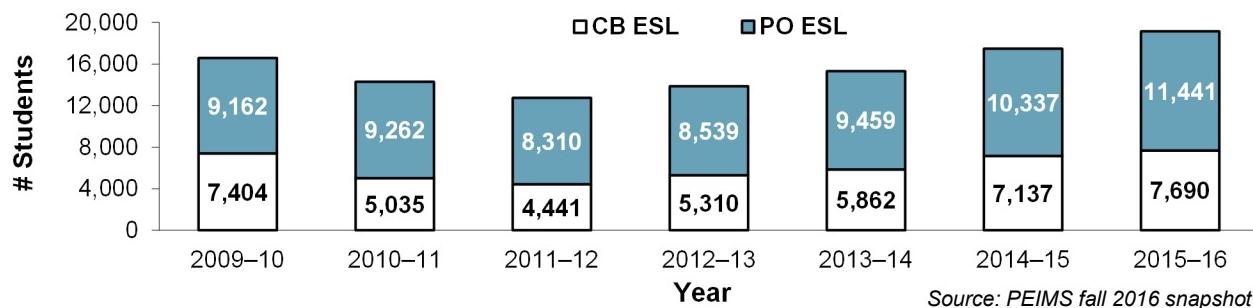
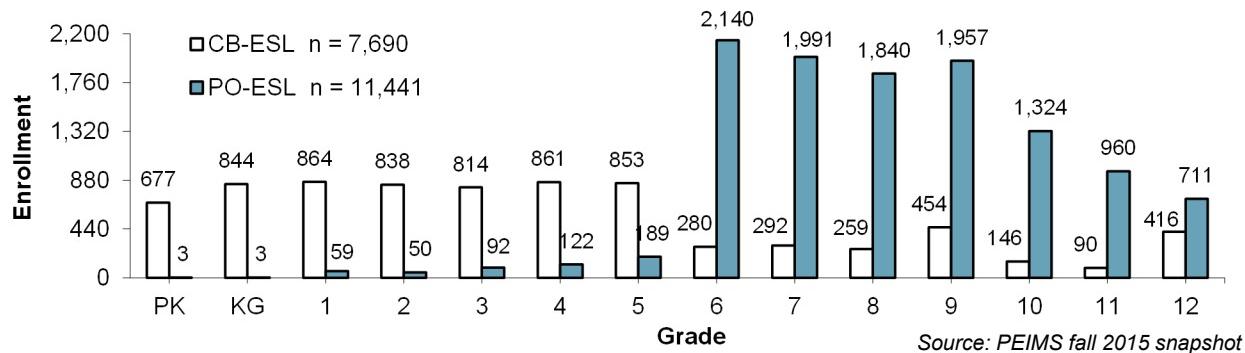


Figure 2 (see p. 4) shows ESL enrollment by program and grade level. As can be seen, CB-ESL is more common in the elementary grades, whereas PO-ESL is dominant at the secondary level. **Table 1** (also on p. 4) provides a breakdown of the six most common home languages of students enrolled in ESL, for the period 2008–2009 to 2015–2016. This includes a separate count for students at the elementary and secondary level. Note that Spanish is the most common language for ESL students, even at the elementary level. In addition, Arabic is the second most common language for ESL students at both grade levels. Another thing to note is that whereas Mandarin is the third most common language for elementary ESL students, it does not even rank among the top six languages at the secondary level. Finally, the number of Arabic ESL students has increased since 2009 at both the elementary and secondary levels, while the number of Vietnamese speakers has declined.

Figure 2. ESL student enrollment by ESL program and grade level, 2016



Source: PEIMS fall 2015 snapshot

Data Collection & Analysis

ELL performance on five assessments is included in this report; the State of Texas Assessments of Academic Readiness (STAAR) for grade 3–8, the STAAR End-of-Course (EOC) for students taking high school courses, the STAAR-L and EOC-L (linguistically-accommodated version of the regular STAAR and EOC tests), and the Texas English Language Proficiency Assessment System (TELPAS) (see **Appendix B**, p. 12, as well as **Appendix C**, p. 13 for an explanation of the STAAR progress and ELL progress measures). With few exceptions, ELLs in HISD are assessed in their primary language of instruction; therefore, ESL students are assessed in English.

STAAR 3–8 results are reported and analyzed for the reading and mathematics tests, and STAAR-L results are reported for mathematics. The percentage of students who met standard is reported (met standard, Satisfactory Level II, Progression Standards 2015–2016). For STAAR EOC, results are reported for English I and II, Algebra I, Biology, and U.S. History. Results are also included for students taking the linguistically-accommodated versions of EOC tests in Algebra, Biology, and U.S. History. EOC results are reported for the Student's Standard (see Appendix B for more explanation).

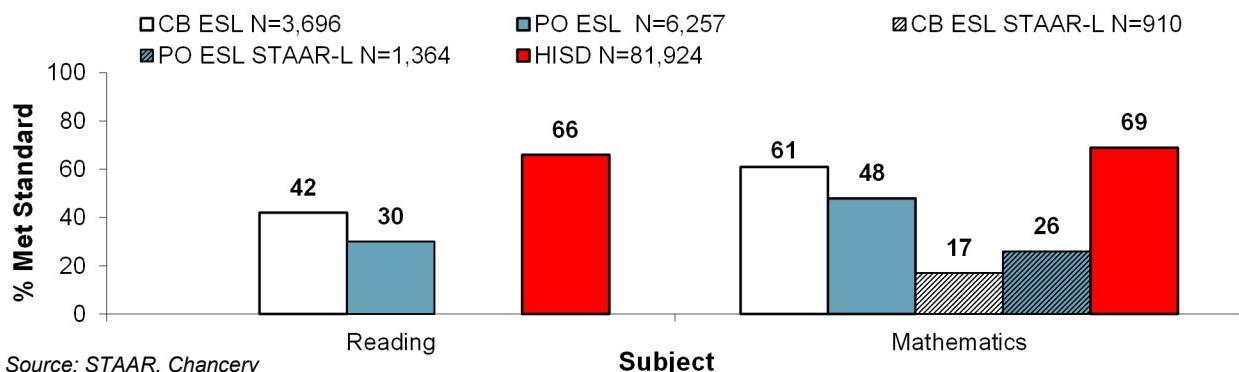
TELPAS results are reported and analyzed for two indicators. One of these reflects attainment, i.e., the overall level of English language proficiency exhibited by ELLs. For this indicator, the percent of students at each proficiency level is presented. The second indicator reflects progress, i.e., whether stu-

**Table 1. ESL Student Enrollment by Home Language and Grade Level, 2008–2009 to 2015–2016:
The Six Most Common Home Languages Used**

Grade Level	Home Language	School Year							
		08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16
PK-5	Spanish	3,234	2,778	493	335	1,061	1,528	2,240	3,125
	Arabic	244	301	386	410	462	520	643	684
	Mandarin	121	136	131	155	217	229	241	215
	Vietnamese	329	300	282	243	233	184	177	156
	Nepali	10	51	70	98	130	149	155	145
	Swahili	46	60	77	92	102	116	124	144
	Other	1,229	1,353	1,253	1,234	1,322	1,475	1,558	1,802
6-12	Spanish	10,535	10,687	10,487	9,043	9,186	9,770	11,000	11,446
	Arabic	84	122	180	183	174	211	248	294
	Swahili	44	42	69	90	97	125	120	140
	Nepali	8	75	147	171	146	150	132	90
	Vietnamese	99	88	95	97	97	101	86	87
	French	46	41	51	47	47	53	49	57
	Other	534	532	576	553	575	710	701	746

Source: PEIMS fall snapshots

Figure 3. ESL student STAAR performance by ESL program and subject, 2016



dents gained one or more levels of English language proficiency between testing in 2015 and 2016. For this second indicator, the percent gaining one or more proficiency levels in the previous year is reported. All ESL students in grades K through 12 with valid STAAR, STAAR-EOC, or TELPAS test results from 2015–2016 were included in the analyses for this report.

Results

STAAR

- **Figure 3** shows the percent of students who met the 2016 progression standard (Satisfactory Level II) for the reading and mathematics sections of the STAAR in 2016. Further details, including performance by grade level, and results for 2015, can be seen in **Appendix D** (p. 14).
- CB-ESL performance was better than that of PO-ESL overall, by 12 percentage points in reading and 13 points in mathematics.
- Both groups of ESL students were lower than the district in reading (gaps of 24 and 36 percentage points, respectively) as well as in mathematics district (gaps of 8 and 21 points).
- **Figure 4** (see below) shows STAAR results for ESL students for 2014 to 2016. Both CB-ESL and PO-ESL students have shown declines in reading (-2 and -3 percentage points respectively), whereas mathematics scores for CB-ESL have improved slightly (+1 percentage point). Note that 2014 and 2015 use the older Phase-In I standard, while 2016 uses the new Progression standard.
- Overall, the district has shown a decline of three percentage points in reading over the same time frame, with no change in mathematics.

Figure 4. ESL student STAAR performance by ESL program and subject, 2014 to 2016

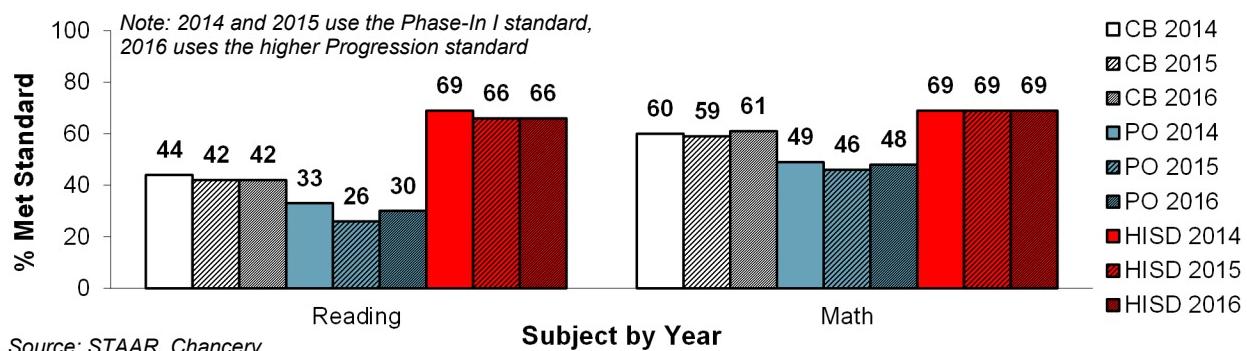
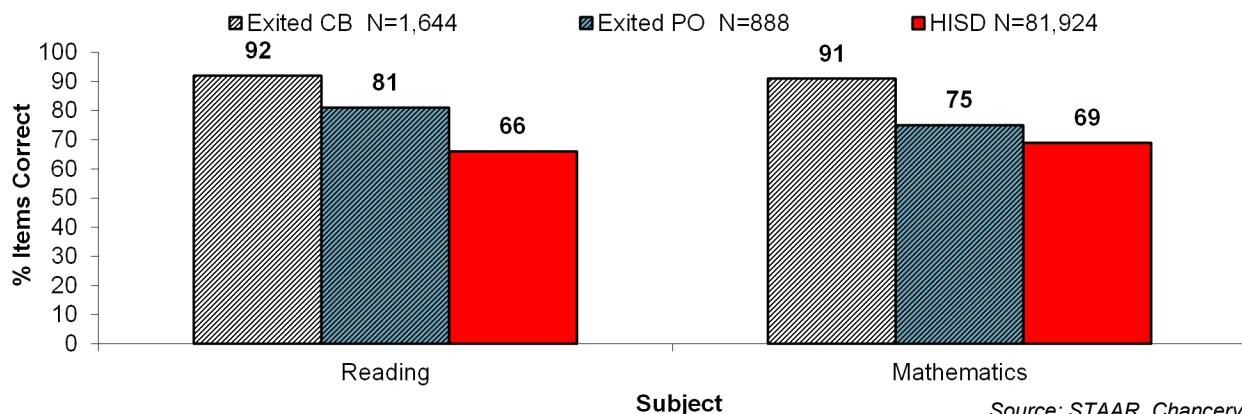


Figure 5. Exited ESL student STAAR performance by ESL program and subject, 2016



- STAAR results for exited ESL students (**Figure 5**) show that students who had exited CB-ESL exceeded the district on reading and mathematics in 2016, as did those who had exited PO-ESL. Exited CB-ESL students also had higher passing rates than did students from PO-ESL.
- Figure 6** (see below) shows STAAR results for exited ESL students over the period 2014 to 2016. Both groups have performed consistently higher than HISD overall, and CB-ESL have either shown gains in performance or remained stable, while the district has declined in reading since 2014.
- Figure 7** (see p. 7) shows results for the ELL progress and STAAR progress measures (for detailed results see **Appendix E**, pp. 15-16). Results for STAAR reading and mathematics are included in the figure (English STAAR only).
- Results for ELL and STAAR progress show the same pattern as seen in overall STAAR performance. Namely, current CB-ESL students performed better than did students in PO-ESL.
- Exited CB-ESL students were slightly lower than exited PO-ESL (-1 percentage points) on STAAR progress in reading, but were the higher group in mathematics.
- Exited CB-ESL and PO-ESL students did better on both the reading and mathematics STAAR progress measures than the district (advantages of +5 to +11 percentage points).

Figure 6. Exited ESL student STAAR performance by ESL program and subject, 2014 to 2016

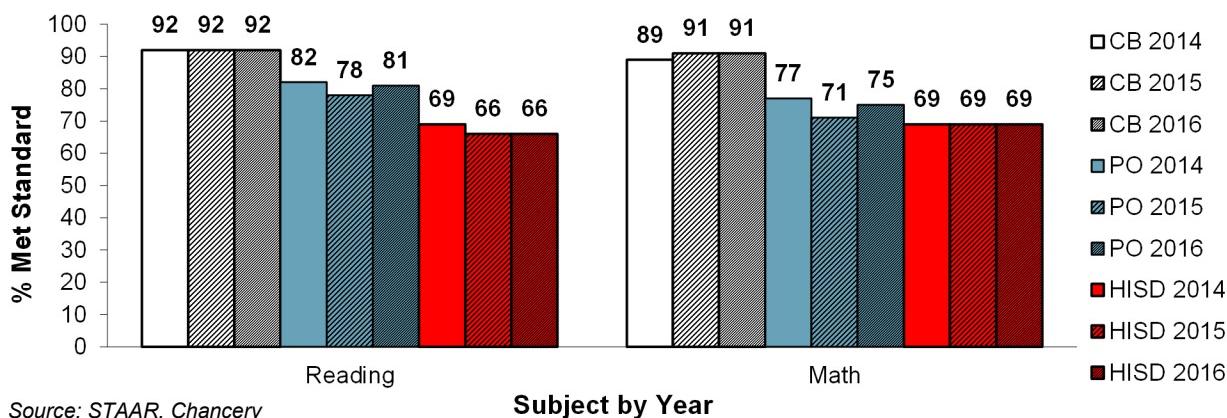
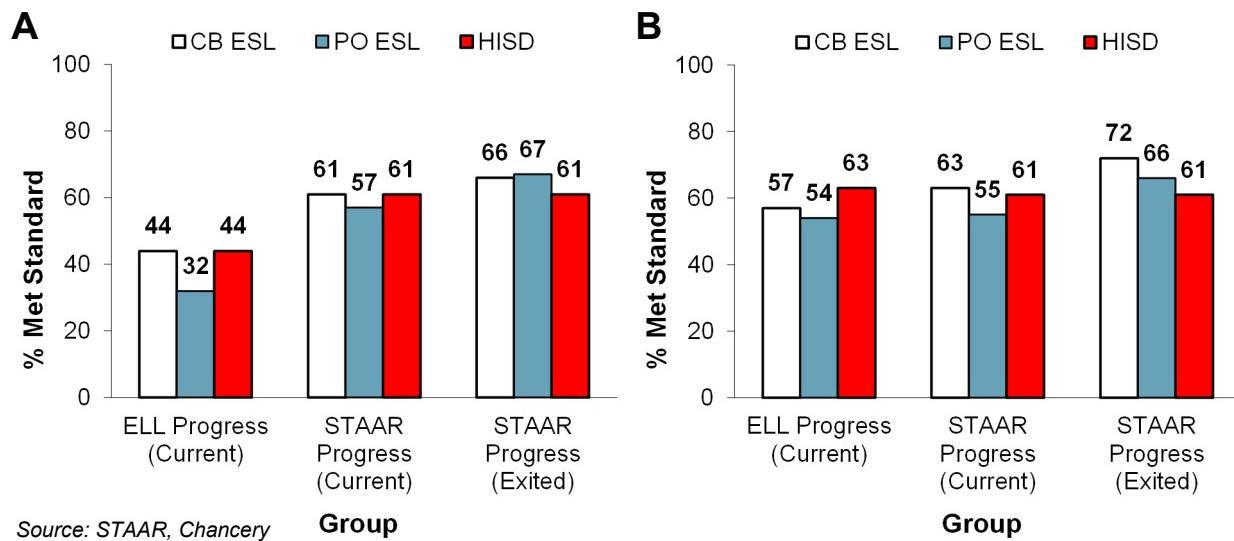


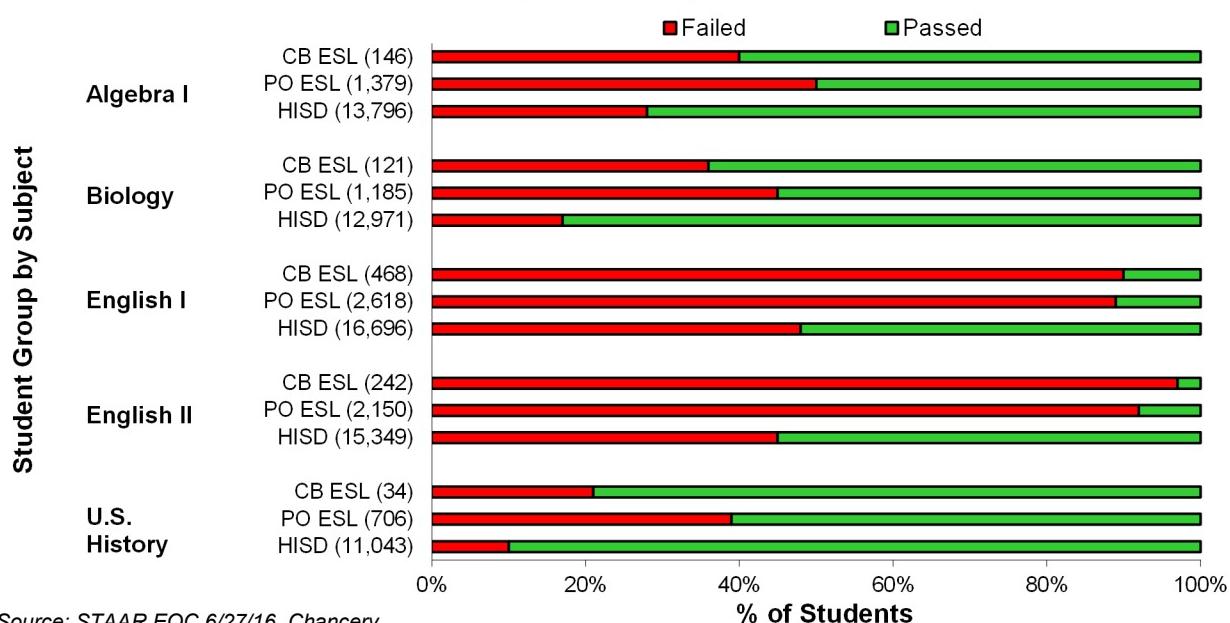
Figure 7. STAAR progress and ELL progress performance on English reading (A) and mathematics (B) by ESL program, 2016 (combined results for grades 3 through 8)



STAAR EOC

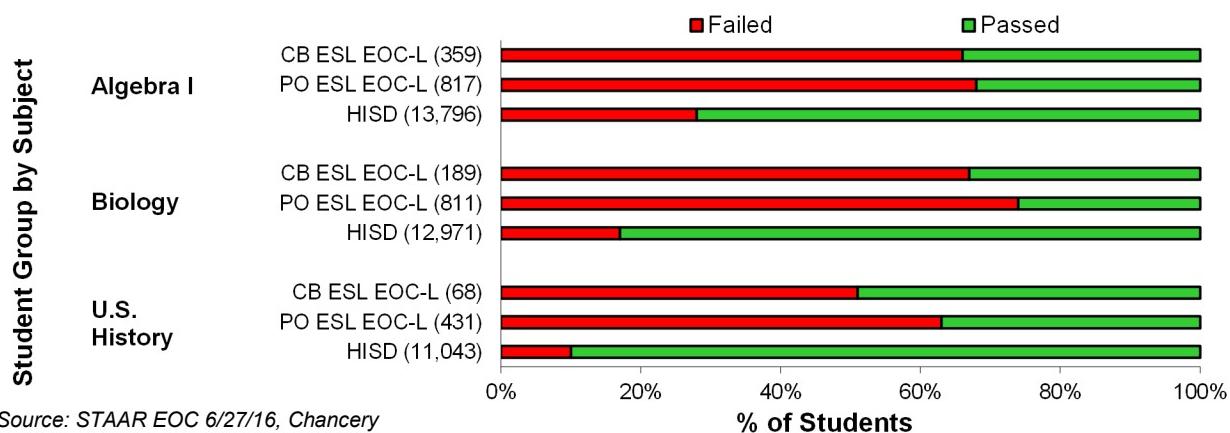
- Figure 8 (below) shows results for current ESL students on the STAAR-EOC assessment (see also Appendix F, p. 17). Tests included English I and II, Algebra I, Biology, and U.S. History. For each test, the figure shows the percentage of students who met the student standard for 2015–2016 (green). Red indicates the percentage of students who scored Unsatisfactory (number tested in parentheses).
- Both CB-ESL and PO-ESL had fewer students rated Satisfactory or better, and more who were Unsatisfactory, than did the district overall (only 3% to 11% of ESL students passed English I or II).

Figure 8. ESL student STAAR-EOC percent met student standard by ESL program and subject, 2016



Source: STAAR EOC 6/27/16, Chancery

Figure 9. ESL student STAAR-EOC percent met student standard by ESL program and subject, 2016: Results for students taking linguistically-accommodated version of the STAAR EOC

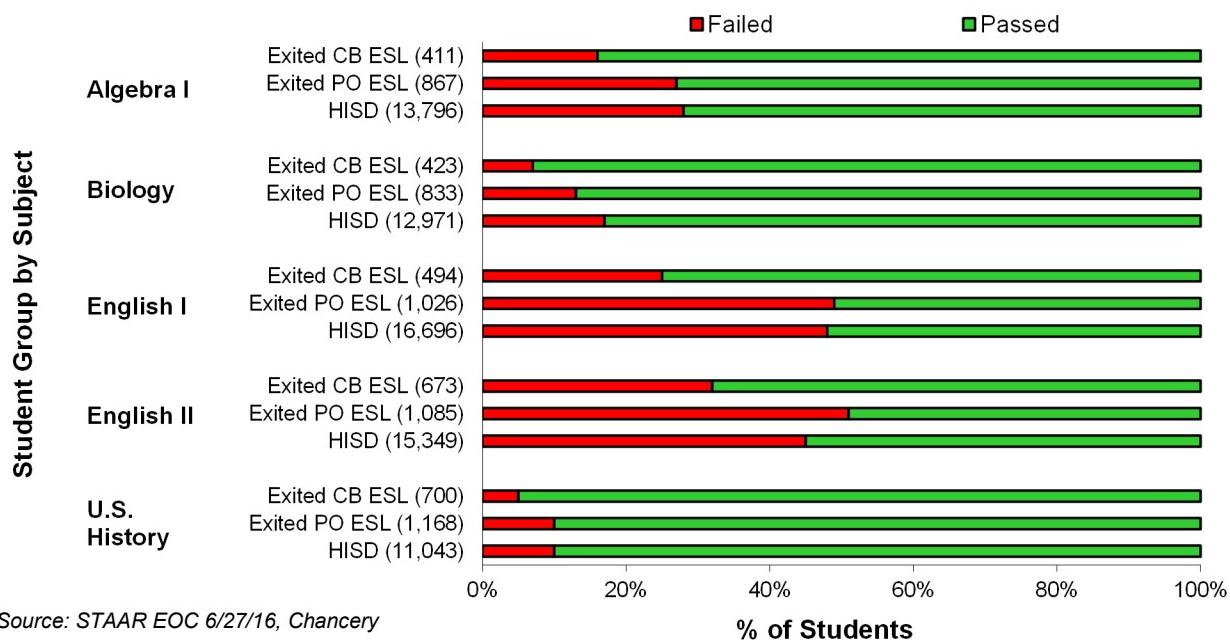


Source: STAAR EOC 6/27/16, Chancery

% of Students

- **Figure 9** (above) shows STAAR-EOC performance for students who took the linguistically-accommodated version of the STAAR EOC, in those subjects where it was offered.
- Neither CB-ESL nor PO-ESL performed as well as the district overall, and neither performed as well as those taking the regular EOC tests (compare with Figure 8). This was true for all subjects.
- **Figure 10** (see below) shows STAAR-EOC performance for students who had exited ELL status. HISD overall results are included for comparison (see also Appendix F).
- Students who had previously been in CB-ESL had higher passing rates than did HISD overall or those who had previously been in PO-ESL, and this was true for all subjects.
- Exited PO-ESL students had higher passing rates than the district in Algebra I (1 percentage point) and Biology (4 points), but were lower in English I (-1 points) and English II (-6 points).

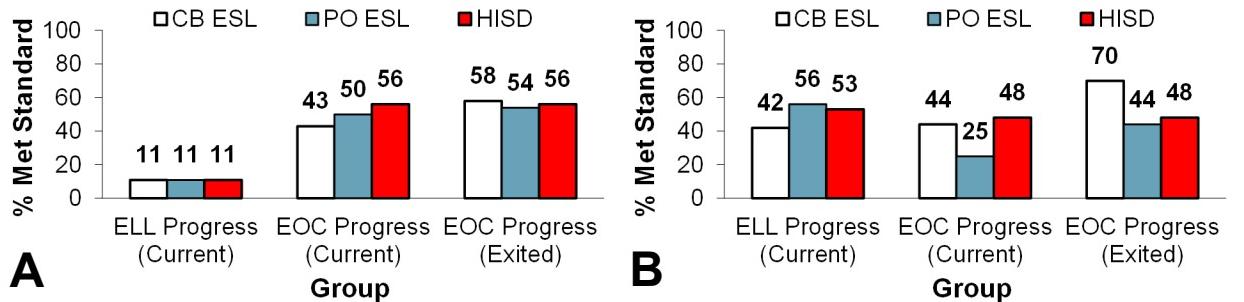
Figure 10. Exited ESL student STAAR-EOC percent met student standard by ESL program and subject, 2016



Source: STAAR EOC 6/27/16, Chancery

% of Students

Figure 11. STAAR EOC Progress and ELL Progress performance by ESL program, 2016: A. English I and II, and B. Algebra I



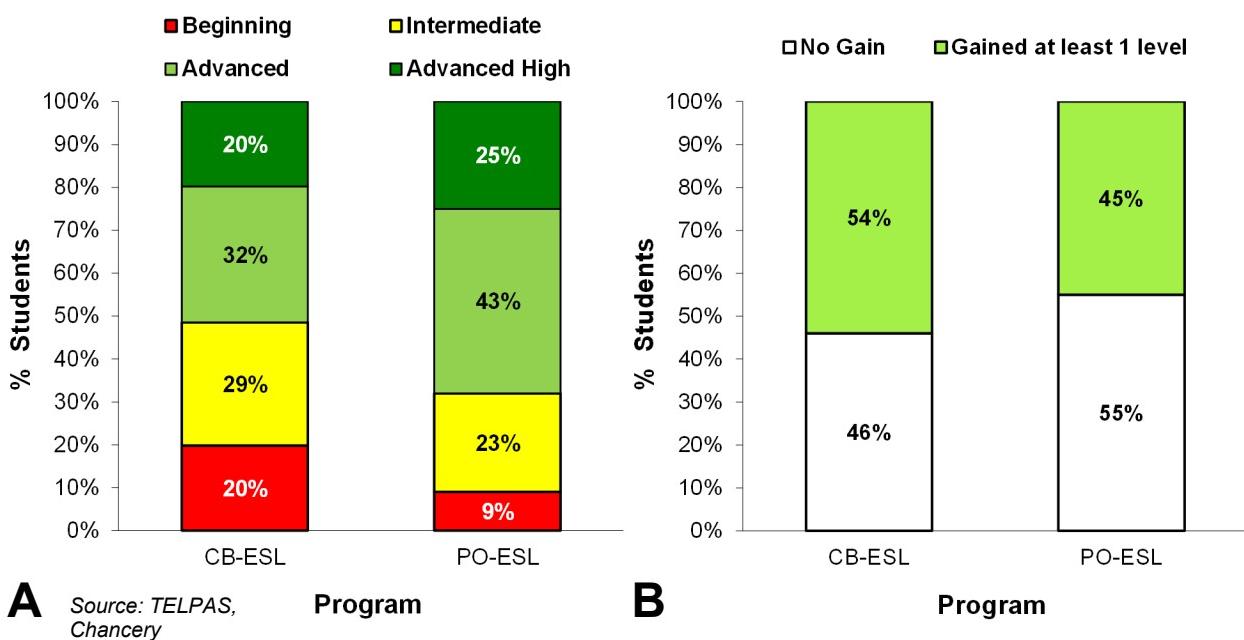
Source: STAAR, Chancery

- Figure 11 above shows results for the ELL progress and STAAR progress measures from the EOC exams (see **Appendix G** for details, p. 18). Results are included for English I and II (combined) and Algebra I.
- Results show that current ESL students had low performance on the ELL progress measure for English I and II (11 percent met standard), but did better on Algebra I.
- Current ESL students were lower than the district on STAAR EOC progress, whereas exited CB-ESL students did better than the district and exited PO-ESL students were only slightly lower.

TELPAS

- Figure 12** summarizes TELPAS performance for students in the two ESL programs. Shown are the percentages of students scoring at each proficiency level on the TELPAS as well as the percentage of students who made gains in proficiency between 2015 and 2016.

Figure 12. ESL student TELPAS performance 2016: A. Percent of students at each proficiency level by ESL program, B. Percent of students making gains in proficiency between 2015 and 2016



A Source: TELPAS, Chancery

- Overall, the PO-ESL program had more students at the Advanced High (25% vs. 20%) and fewer at the Beginning level in 2016 (9% vs. 20%) than did CB-ESL (see Figure 12a).
- In contrast, the CB-ESL program had a higher percentage of students who made progress in 2016 than did PO-ESL (54% vs. 45%; see Figure 12b).
- Further details including grade level data can be seen in **Appendices H** and **I** (pp. 19-20).

Discussion

The district provides two different ESL programs for ELLs: Content-Based ESL and Pullout ESL. Direct comparison of the two programs is difficult, given that enrollment is largely a function of grade level (see Figure 2). However, performance data from 2015–2016 appeared to show that students in the CB-ESL program performed slightly better than those in the PO-ESL program across some assessments (STAAR reading and mathematics, TELPAS progress), while PO-ESL performed better than CB-ESL on other assessments (TELPAS proficiency, STAAR EOC English I and II). Results for exited ESL students showed students from both programs did well relative to the district, indicating that ESL students were capable of closing the performance gap relative to the district, with exited CB-ESL doing somewhat better than exited PO-ESL students.

Performance of ESL students on the STAAR EOC English I and II assessments is a cause for concern, as passing rates ranged from only three to eleven percent. Passing one of these tests is one of the criteria for exiting ELL status in grades 9 and 10, and with passing rates this low, it seems most ELLs at these grade levels will not be able to exit, regardless of their proficiency in other English language domains (i.e., writing, oral language proficiency). In addition, English I and II are required for students to graduate, and passing rates this low suggest that long-term outcomes for secondary ELLs are questionable. There are continuing efforts by both the Multilingual Programs Department and Curriculum to address this issue, but this most recent data indicates that there is still room for improvement.

Appendix A

Some Background on District ESL Programs

The Texas Education Code (§ 29.051) requires school districts to provide every language minority student with the opportunity to participate in a bilingual or other special language program. Texas Administrative Code (BB § 89.1205) further specifies that all elementary schools must offer a bilingual program to English Language Learners (ELLs) whose home language is spoken by 20 or more students in any single grade level across the entire district. If an ELL student's home language is spoken by fewer than 20 students in any single grade level across the district, elementary schools must provide an English as a Second Language (ESL) program, regardless of the students' grade levels, home language, or the number of such students.

As a result of these two requirements, the district has offered two different types of ESL programs for its ELL students. Mainly at the elementary level, Content Based ESL (CB-ESL) offers English language support to ELL students who do not have access to a bilingual education program. In CB ESL, instruction within content areas is delivered using ESL methodologies. At the secondary level, CB-ESL is available for Newcomers (students with three or fewer years in U.S. schools), and these students receive ESL/ELA as well as content ESL courses (e.g., ESL History, ESL Biology).

The district also offers a Pullout ESL model (PO-ESL) where students are served with an ESL language program for part of each day. Since bilingual programs in the district are generally not offered at the secondary level, PO-ESL is the dominant ESL program in middle and high school. PO-ESL students receive the minimal support of one or more ESL/ELA courses. PO-ESL is also offered for some ELL students at the elementary level (e.g., if a student's homeroom teacher is not ESL certified and the student needs to attend a separate class to get their required English language support).

Appendix B

Explanation of Assessments Included in Report

The STAAR is a state-mandated, criterion-referenced assessment used to measure student achievement. STAAR measures academic achievement in reading and mathematics in grades 3–8; writing at grades 4 and 7; social studies in grades 8; and science at grades 5 and 8. The STAAR-L is a linguistically accommodated version of the STAAR given to ELLs who meet certain eligibility requirements (specifically, Spanish STAAR not the most appropriate test, student has not yet obtained a TELPAS rating of Advanced High in grade 2 or higher, and enrolled in U.S. schools 3 years or less).

By commissioner's rule, the STAAR Level II Phase-in 1 Satisfactory standard was increased to the Level II Satisfactory 2016 progression standard and will continue to increase each year until 2021–2022. This means that students taking the STAAR grades 3–8 assessments will have to answer more items correctly to "pass" the exams than in the previous year (this applies to both the STAAR as well as to STAAR L). For this reason, any charts or tables in the present report that include multiple years of data should be interpreted with caution.

For high school students, STAAR includes end-of-course (EOC) exams in English language arts (English I, II), mathematics (Algebra I), science (Biology), and social studies (U.S. History). Certain students continued to take the TAKS if they first entered ninth-grade in 2010–2011 or earlier and they had not previously passed their exit-level exam. Because of the small number of students in this category, TAKS data are not included in this report.

For EOC exams, the passing standard was also increased to the Level II Satisfactory 2016 progression standard and will continue to increase each year until 2021–22. This means that students taking an EOC for the first time will have to answer more items correctly to "pass" STAAR EOC exams than in the previous year. However, 2015–2016 also saw the introduction of a new "Student Standard" for EOC exams. This measure is what is reported here for the EOC results. Under the Student Standard, all students taking EOC exams will not necessarily be held to the same passing standard. Instead, the passing standard applicable will be determined by the standard that was in place when a student first took any EOC assessment. This standard will be maintained throughout the student's school career. Thus, for students who first tested prior to 2015–2016, the Student Standard is the Level II: Satisfactory Phase-in 1 Standard for 2012–2015. For those who first tested in 2015–2016, it is the 2016 Progression Standard.

The TELPAS is an English language proficiency assessment which is administered to all ELL students in kindergarten through twelfth grade, and which was developed by the Texas Education Agency (TEA) in response to federal testing requirements. Proficiency scores in the domains of listening, speaking, reading, and writing are used to calculate a composite score. Composite scores are in turn used to indicate where ELL students are on a continuum of English language development. This continuum, based on the stages of language development for second language learners, is divided into four proficiency levels: Beginning, Intermediate, Advanced, and Advanced High.

Appendix C

STAAR Progress and ELL Progress Measures

Included in this report are two additional performance measures from the STAAR (3-8) and EOC assessments, STAAR Progress and ELL Progress. Students who took the STAAR or EOC assessments can receive either one of these measures, but not both.

The STAAR progress measure provides information about the amount of improvement or growth that a student has made from year to year. For STAAR, progress is measured as a student's gain score, the difference between the score a student achieved in the prior year and the score a student achieved in the current year. The *Met Standard* for the Progress measure is defined as the distance between the final recommended performance standards from the prior year grade and the current year grade in the same content area. Put another way, the growth standard is (roughly) the improvement that would be needed for a student who passed the STAAR one year to be able to pass it the next at the same level.

STAAR Progress is reported for students who (a) had a valid STAAR score in both 2016 and 2015, (b) took the same version of the STAAR in both years, (c) were tested in consecutive grade levels in the two years, and (d) were not eligible for the ELL Progress measure. For this report, STAAR Progress is reported only for students who were tested in English in both years.

The ELL Progress measure is similar, but the growth standard is based on the number of years it should take for the students to reach proficiency in the particular STAAR content area. The expectations vary according to both the number of years the ELL students has been attending school, and their English proficiency level, as measures by the TELPAS. Thus, students who start at the same absolute performance level on a STAAR assessment may have different growth targets for the purposes of measuring ELL Progress, if they differ on either of these factors.

ELL Progress is reported for ELL students who (a) are classified as ELL, (b) took the English version of the STAAR, (c) did not receive a parental waiver or ELL services, and (d) were in their fourth year or less of enrollment in U.S. schools. ELL students not meeting these criteria may instead receive the regular STAAR Progress measure. Analogous versions of these two measures are reported for the EOC assessments.

Appendix D

English STAAR and STAAR-L Performance of CB-ESL and PO-ESL Students, with HISD for Comparison: Number Tested, and Percentage of Students Who Met Satisfactory Standard, by Grade Level and Subject

Program	Grade	Enrollment		Reading				Mathematics			
				2015		2016		2015		2016	
		2015 N	2016 N	# tested	% Met Sat.	# tested	% Met Sat.	# tested	% Met Sat.	# tested	% Met Sat.
Content-Based ESL	3	788	1078	743	55	1,012	54	523	62	816	67
	4	829	1059	769	45	991	51	638	55	834	57
	5	802	1016	739	39	932	36	562	56	789	64
	6	361	256	353	37	243	20	263	64	147	52
	7	252	252	245	33	248	29	125	73	134	52
	8	231	280	224	18	270	17	57	67	98	44
	Total	3,263	3,941	3,073	42	3,696	42	2,168	59	2,818	61
	Pullout ESL	44	88	43	42	86	40	22	50	72	56
STAAR-L	4	47	126	44	41	121	53	33	58	115	59
	5	38	170	35	51	163	39	28	68	154	61
	6	2,089	2,269	1,979	28	2,122	26	1,649	52	1,724	53
	7	1,933	2,080	1,838	22	1,961	25	1,404	38	1,496	43
	8	1,903	1,911	1,813	26	1,804	35	1,307	45	1,268	45
	Total	6,054	6,644	5,752	26	6,257	30	4,443	46	4,829	48
	Content-Based	232	218	* No STAAR-L for Reading				232	45	218	29
	ESL	148	172					148	36	172	23
STAAR-L	5	187	162					116	24	87	87
	6	90	97					84	31	90	90
	7	116	97					116	8	97	2
	8	159	164					159	8	164	7
	Total	932	910					932	27	910	17
	Pullout ESL	21	14					21	62	14	71
	STAAR-L	11	7					11	55	7	86
	5	7	8					7	71	8	25
Exit	6	329	406					160	26	329	329
	7	432	444					432	18	444	20
	8	475	485					475	26	485	27
	Total	1,275	1,364					1,275	24	1,364	26
	Content-Based	152	153	* 2015 uses the Phase-In I standard, 2016 uses the higher Progression standard				148	99	146	97
	ESL	188	228					179	96	220	94
	5	322	337					311	95	327	97
	6	305	369					286	86	352	90
	7	333	309					311	87	272	86
	8	432	339					404	92	290	87
	Total	1,732	1,735					309	93	253	86
	Exited	1,639	92					1,644	92	1,449	91
HISD	3	17,669	18,387	12,736	69	13,370	66	12,657	71	13,345	69
	4	17,161	17,105	14,869	62	14,862	69	14,672	68	14,538	69
	5	16,095	16,560	15,275	69	15,684	64	14,995	73	15,441	72
	6	13,585	13,374	12,963	64	12,582	62	12,458	70	12,004	72
	7	13,388	13,443	12,746	64	12,743	64	11,733	65	11,685	66
	8	13,667	13,429	13,048	68	12,683	73	9,816	65	9,592	64
	Total	91,565	92,298	81,637	66	81,924	66	76,331	69	76,605	69

Source: STAAR, Chancery

* indicates < 5 students tested

Appendix Ea

STAAR Progress and ELL Progress Performance of CB-ESL and PO-ESL Students: Number Tested, and Percent Met Standard, by Grade Level, Reading Only

READING													
Program	Grade	Enrollment		ELL Progress				STAAR Progress				# tested	% Met Sat.
				2015		2016		2015		2016			
		2015 N	2016 N	# tested	% Met Sat.	# tested	% Met Sat.	# tested	% Met Sat.	# tested	% Met Sat.		
Content-Based ESL (Current)	3	788	1078	622	57	747	53	n/a	n/a	n/a	n/a		
	4	829	1059	561	41	566	43	137	61	308	60		
	5	802	1016	233	41	230	42	351	61	567	65		
	6	361	256	104	36	108	34	243	34	118	34		
	7	252	252	118	25	103	16	125	57	134	69		
	8	231	280	164	40	164	32	55	71	80	60		
	Total	3,263	3,941	1,802	46	1,918	44	911	54	1,207	61		
	Pullout ESL	44	88	38	45	66	42	n/a	n/a	n/a	n/a		
(Current)	5	38	170	11	73	26	38	21	67	111	63		
	6	2,089	2,269	362	32	494	36	1,452	31	1,514	38		
	7	1,933	2,080	466	23	494	24	1,214	52	1,381	66		
	8	1,903	1,911	523	28	541	33	1,202	58	1,186	70		
	Total	6,054	6,644	1,433	28	1,688	32	3,900	46	4,219	57		
	Content-Based ESL (Exited)	n/a	n/a							n/a	n/a	n/a	n/a
	4	188	228							175	79	217	69
	5	322	337							309	72	327	71
(Exited)	6	305	369							281	57	349	56
	7	333	309							299	54	286	65
	8	432	339							395	68	304	73
	Total	1,580	1,582							1,459	65	1,483	66
	Pullout ESL	n/a	n/a							n/a	n/a	n/a	n/a
	5	10	16							13	77	15	67
	6	18	13							10	90	16	81
	7	410	296							13	77	11	64
HISD (Includes ELL & Exited ELL)	8	610	586							360	38	263	59
	Total	1,061	926							522	61	559	70
	HISD (Includes ELL & Exited ELL)	17,669	18,387	1,907	63	2,096	57	n/a	n/a	n/a	n/a		
	4	17,161	17,105	2,873	42	2,358	44	9,945	58	10,597	62		
	5	16,095	16,560	537	40	592	41	12,268	65	13,291	65		
	6	13,585	13,374	500	35	642	36	11,374	43	11,264	45		
	7	13,388	13,443	613	23	629	22	10,939	57	11,527	65		
	8	13,667	13,429	727	31	742	32	11,405	62	11,374	69		
	Total	91,565	92,298	7,157	44	7,059	44	55,931	57	58,053	61		

Source: STAAR, Chancery

* Indicates fewer than five students tested

Appendix Eb

STAAR Progress and ELL Progress Performance of CB-ESL and PO-ESL Students: Number Tested, and Percent Met Standard, by Grade Level, Mathematics Only

Mathematics												
Program	Grade	Enrollment		ELL Progress				STAAR Progress				
				2015		2016		2015		2016		
		2015 N	2016 N	# tested	% Met Sat.	# tested	% Met Sat.	# tested	% Met Sat.	# tested	% Met Sat.	
Content-Based ESL (Current)	3	788	1078	409	59	574	62	Not Available 2015	n/a	n/a		
	4	829	1059	439	47	430	48		374	55		
	5	802	1016	75	57	103	73		657	74		
	6	361	256	15	73	25	48		117	44		
	7	252	252	4	75	14	71		116	60		
	8	231	280	8	75	19	58		69	68		
	Total	3,263	3,941	950	53	1,165	57		1,333	63		
	Pullout ESL (Current)	44	88	20	45	53	49		n/a	n/a		
(Exited)	4	47	126	22	45	60	57	Not Available 2015	50	48		
	5	38	170	4	75	19	58		131	60		
	6	2,089	2,269	60	67	145	60		1,513	54		
	7	1,933	2,080	58	50	111	47		1,339	44		
	8	1,903	1,911	76	49	99	55		1,120	72		
	Total	6,054	6,644	240	53	487	54		4,153	55		
	Content-Based ESL (Exited)	n/a	n/a						n/a	n/a		
	4	188	228						217	67		
(Exited)	5	322	337						327	78		
	6	305	369						349	70		
	7	333	309						256	65		
	8	432	339						162	78		
	Total	1,580	1,582						1,311	72		
	Pullout ESL (Exited)	n/a	n/a						n/a	n/a		
	4	13	15						15	67		
	5	10	16						16	88		
HISD (Includes ELL & Exited ELL)	6	18	13						11	64		
	7	410	296						260	52		
	8	610	586						423	74		
	Total	1,061	926						725	66		
	HISD (Includes ELL & Exited ELL)	17,669	18,387	1,791	72	2,076	70	Not Available 2015	n/a	n/a		
	4	17,161	17,105	2,693	62	2,109	58		11,713	57		
	5	16,095	16,560	257	67	359	68		14,587	68		
	6	13,585	13,374	86	69	182	58		11,252	57		
	7	13,388	13,443	62	52	133	49		11,054	55		
	8	13,667	13,429	93	53	123	57		8,577	69		
	Total	91,565	92,298	4,982	66	4,982	63		57,183	61		

Source: STAAR, Chancery

* Indicates fewer than five students tested

Appendix F

**STAAR End-of-Course Performance of CB-ESL and PO-ESL Students:
Number Tested, And Number and Percentage Who Met the Satisfactory Level II Student
Standard or Final Recommended Standard (Spring 2016 Data Only,
All Students Tested Including Retesters)**

			Satisfactory Level II Student Standard				Final Recommended Standard	
		# Tested	N	% Fail	N	% Met Student Standard	N	% Met Final Rec. Standard
Algebra I	CB ESL	146	52	36	94	64	48	33
	PO ESL	1,379	690	50	689	50	191	14
	CB ESL EOC-L	359	237	66	122	34	28	8
	PO ESL EOC-L	817	559	68	258	32	78	10
	Exited CB ESL	411	67	16	344	84	245	60
	Exited PO ESL	867	233	27	634	73	309	36
Biology	HISD	13,796	3,842	28	9,954	72	5,426	39
	CB ESL	121	44	36	77	64	19	16
	PO ESL	1,185	531	45	654	55	137	12
	CB ESL EOC-L	189	127	67	62	33	5	3
	PO ESL EOC-L	811	602	74	209	26	22	3
	Exited CB ESL	423	29	7	394	93	319	75
	Exited PO ESL	833	111	13	722	87	375	45
English I	HISD	12,971	2,143	17	10,828	83	6,578	51
	CB ESL	468	423	90	45	10	17	4
	PO ESL	2,618	2,337	89	281	11	57	2
	Exited CB ESL	494	123	25	371	75	306	62
	Exited PO ESL	1,026	503	49	523	51	287	28
English II	HISD	16,696	8,085	48	8,611	52	5,926	35
	CB ESL	242	234	97	8	3	4	2
	PO ESL	2,150	1,974	92	176	8	36	2
	Exited CB ESL	673	218	32	455	68	326	48
	Exited PO ESL	1,085	558	51	527	49	240	22
U.S. History	HISD	15,349	6,914	45	8,435	55	5,537	36
	CB ESL	34	7	21	27	79	18	53
	PO ESL	706	272	39	434	61	99	14
	CB ESL EOC-L	68	35	51	33	49	2	3
	PO ESL EOC-L	431	271	63	160	37	39	9
	Exited CB ESL	700	36	5	664	95	475	68
	Exited PO ESL	1,168	112	10	1,056	90	590	51
	HISD	11,043	1,108	10	9,935	90	6,276	57

Source: STAAR EOC 6/27/16, Chancery

Note: HISD percentages may differ from district EOC report due to rounding error

Note: The Satisfactory Level II Student Standard is the standard in place the year a student first starts taking the STAAR EOC tests. That standard then applies throughout their high school career (see Appendix B).

Appendix G

STAAR Progress and ELL Progress Performance of CB-ESL and PO-ESL Students: Number Tested, and Percent Met Standard, by Grade Level (End-of-Course)

English I and II									
		ELL Progress				STAAR Progress			
Program	Exam	2015		2016		2015		2016	
		# tested	% met	# tested	% met	# tested	% met	# tested	% met
CB-ESL (Current)	E1	346	8	370	15	n/a	n/a	n/a	n/a
	E2	132	13	221	5	52	42	14	43
	Total	478	9	591	11	52	42	14	43
PO-ESL (Current)	E1	819	11	999	14	n/a	n/a	n/a	n/a
	E2	848	10	1,002	8	509	42	578	50
	Total	1,667	10	2,001	11	509	42	578	50
CB-ESL (Exited)	E1					n/a	n/a	n/a	n/a
	E2					703	50	541	58
	Total					703	50	541	58
PO-ESL (Exited)	E1					n/a	n/a	n/a	n/a
	E2					1,073	47	773	54
	Total					1,073	47	773	54
HISD	E1	1,178	10	1,408	14	n/a	n/a	n/a	n/a
	E2	986	11	1,270	7	10,334	47	10,976	56
	Total	2,164	10	2,678	11	10,334	47	10,976	56

Algebra I									
		ELL Progress				STAAR Progress			
Program	Exam	2015		2016		2015		2016	
		# tested	% met	# tested	% met	# tested	% met	# tested	% met
CB-ESL (Current)	A1	22	45	43	42	40	30	94	44
	Total	22	45	43	42	40	30	94	44
	PO-ESL (Current)	119	39	165	56	725	15	812	25
CB-ESL (Exited)	A1					523	57	342	70
	Total	119	39	165	56	523	57	342	70
	PO-ESL (Exited)	A1					735	43	722
HISD	Total	143	41	218	53	11,064	44	10,938	48
	A1	143	41	218	53	11,064	44	10,938	48

Source: STAAR EOC 6/27/16, Chancery

Appendix H

**TELPAS Performance for CB-ESL and PO-ESL Students: Number Tested and Number and Percentage of Students at Each Proficiency Level, by Grade Level
(Data From 2016, With 2015 Results Shown in Shaded Column)**

Program	Grade Level	Tested	Beginning		Intermediate		Advanced		Advanced High		%AH 2015	Composite Score
			N	%	N	%	N	%	N	%		
Content Based ESL	K	1,101	405	37	305	28	271	25	120	11	12	2.1
	1	1,101	258	23	329	30	277	25	237	22	23	2.4
	2	1,049	131	12	325	31	370	35	223	21	25	2.6
	3	1,005	101	10	232	23	362	36	310	31	25	2.8
	4	1,014	113	11	295	29	383	38	223	22	24	2.6
	5	986	118	12	188	19	373	38	307	31	26	2.8
	6	250	58	23	82	33	79	32	31	12	19	2.2
	7	248	45	18	70	28	87	35	46	19	13	2.4
	8	270	89	33	73	27	86	32	22	8	8	2.1
	9	479	170	35	189	39	92	19	28	6	6	1.8
	10	140	23	16	66	47	45	32	6	4	11	2.2
	11	69	5	7	33	48	25	36	6	9	28	2.4
	12	353	73	21	142	40	112	32	26	7	15	2.2
Total		8,065	1,589	20	2,329	29	2,562	32	1,585	20	20	2.4
Pullout ESL	K	4	3	75	1	25	0	0	0	0	22	1.4
	1	56	3	5	8	14	13	23	32	57	44	3.3
	2	51	4	8	11	22	14	27	22	43	33	2.9
	3	86	9	10	24	28	34	40	19	22	24	2.7
	4	122	8	7	36	30	49	40	29	24	20	2.7
	5	169	9	5	21	12	68	40	71	42	27	3.0
	6	2,196	173	8	516	23	1,009	46	498	23	22	2.7
	7	1,991	181	9	449	23	886	45	475	24	25	2.7
	8	1,860	149	8	441	24	837	45	433	23	30	2.7
	9	1,768	246	14	437	25	746	42	339	19	24	2.5
	10	1,205	123	10	328	27	440	37	314	26	25	2.6
	11	809	28	3	177	22	333	41	271	33	33	2.8
	12	655	9	1	105	16	275	42	266	41	34	3.0
Total		10,972	945	9	2,554	23	4,704	43	2,769	25	26	2.7

Source: TELPAS, Chancery

Appendix I

TELPAS Performance for CB-ESL and PO-ESL Students: Number Tested and Number and Percentage of Students Gaining 1, 2, 3, or 1 or More Proficiency Levels, by Grade Level (Data From 2016, With 2015 Results in Shaded Column)

Program	Grade Level	Cohort Size	Gained 1 Proficiency Level		Gained 2 Proficiency Levels		Gained 3 Proficiency Levels		Gained at Least 1 Proficiency Level		% Gained 2015
			N	N %	N	%	N	%	N	%	
Content Based ESL	1	909	429	47	135	15	21	2	585	64	66
	2	882	406	46	68	8	4	<1	478	54	53
	3	861	462	54	26	3	2	<1	490	57	49
	4	845	378	45	23	3	1	<1	402	48	50
	5	805	425	53	39	5	1	<1	465	58	56
	6	182	62	34	2	1	0	0	64	35	39
	7	186	77	41	3	2	0	0	80	43	40
	8	153	60	39	5	3	0	0	65	42	43
	9	224	92	41	8	4	0	0	100	45	54
	10	92	37	40	3	3	0	0	40	43	45
	11	55	21	38	6	11	0	0	27	49	49
	12	211	99	47	9	4	0	0	108	51	52
Total		5,405	2,548	47	327	6	29	1	2,904	54	53

Program	Grade Level	Cohort Size	Gained 1 Proficiency Level		Gained 2 Proficiency Levels		Gained 3 Proficiency Levels		Gained at Least 1 Proficiency Level		% Gained 2015
			N	N %	N	%	N	%	N	%	
Pullout ESL	1	48	39	81	6	13	0	0	45	94	82
	2	38	18	47	10	26	1	3	29	76	40
	3	74	30	41	1	1	0	0	31	42	50
	4	113	47	42	3	3	0	0	50	44	42
	5	158	96	61	8	5	0	0	104	66	59
	6	1,943	760	39	37	2	0	0	797	41	37
	7	1,690	717	42	20	1	1	<1	738	44	45
	8	1,576	661	42	25	2	0	0	686	44	52
	9	1,411	528	37	28	2	0	0	556	39	42
	10	968	444	46	31	3	0	0	475	49	49
	11	672	355	53	15	2	0	0	370	55	54
	12	603	328	54	12	2	0	0	340	56	46
Total		9,294	4,023	43	196	2	2	<1	4,221	45	46

Source: TELPAS, Chancery